



DAKOTA STEP-A

State Test of Educational Progress-Alternate 2007



Training Objectives

Participants will:

- Identify the roles and responsibilities of Rater #2.
- Understand the Performance Levels and Descriptors on the Rating Form.
- Utilize Supporting Evidence to determine ratings on each student assessed.
- Understand the Rater Resolution process.

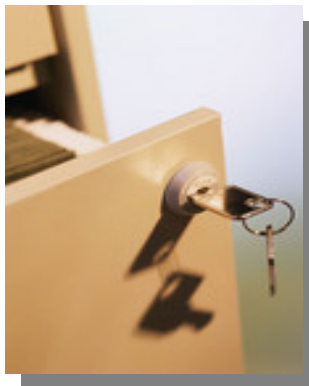


Dakota STEP-A Test Security



Security of Materials

- It is important to follow ALL security measures **before**, **during**, and **after** the administration to ensure the integrity and validity of assessment.
- All assessment materials must be kept in a secure location except when being utilized by Special Education teachers and colleagues.





Security of Materials

- Test security agreements and affidavits must be completed prior to the *Dakota STEP-A* administration.
- By signing these documents, you are agreeing to:
 - exercise necessary precautions
 - follow established procedures to ensure the security of the content of all materials





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- ▶ [Statewide Testing Handbook](#)
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Training Materials:

School Health

Course Standards:
- Physical Education
- Health Education

Youth Risk Behavior Survey (YRBS)

School Health Profile

Training and Events

Special Education

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Where do we start?





Who are the raters?

- Rater #1
 - Student's primary Special Education teacher
- Rater #2
 - Colleague who knows and works with the student on a regular basis
 - Cannot be the parent





Basis of Ratings

- Rating is based on each rater's **knowledge** of the student's **current performance level**.





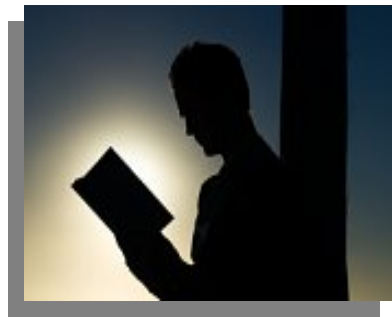
Why two ratings?

- To ensure that assessment results provide the **most accurate** possible profile of the student's achievement as observed and evaluated by **educational professionals** across **multiple settings** throughout the assessment time period.



Beginning the Process

- Raters thoroughly **review** the DFA
- Raters **review** the Rating Forms for each content area and grade level:
 - Reading (grades 3-8 and 11)
 - Mathematics (grades 3-8 and 11)
 - Science (grades 5, 8, and 11 only)





Dakota STEP-A Rating Form

Mathematics: Algebra

Use procedures to transform algebraic expressions.

29. Recognizes a 2-part repeating pattern.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Creates patterns (repeating, growing).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Extends patterns (repeating, growing).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Recognizes that adding/subtracting zero to/from any number equals that number.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Recognizes that multiplying any number by 1 equals that number.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. By using manipulatives to create patterns, solves problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Recognizes that multiplying any number by 0 equals 0.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use a variety of algebraic concepts and methods to solve equations and inequalities.

36. Recognizes sets that are equal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Identifies a set that has more than another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Identifies a set that has less than another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Solves subtraction problems that do not require regrouping.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Solves addition problems that do not require regrouping.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Uses symbols $<$, $>$, and/or $=$.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Uses plus, minus, and equal symbols to write number sentences and solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>



Dakota STEP-A

- The Rating Form measures **academic skills** or **tasks** in Reading, Mathematics, and Science.
- Ratings indicate the **degree** to which a student is **able** to perform **each** skill.
- Rate **EVERY** task, even if some skills or activities do not seem to apply to the student or are too difficult to rate.



Steps to Completing Assessment

- The two raters **independently** complete a different Rating Form for each student.



PERFORMANCE LEVEL					
Exceeds Standard	Meets Standard	Approaching Standard	Below Standard	Not Assessed	Not Assessed
1. Attends to a story or teacher-led presentation.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
2. Indicates preference for a book or story.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>
3. Participates in action songs or finger plays.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

Rater #1



PERFORMANCE LEVEL					
Exceeds Standard	Meets Standard	Approaching Standard	Below Standard	Not Assessed	Not Assessed
1. Attends to a story or teacher-led presentation.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
2. Indicates preference for a book or story.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>
3. Participates in action songs or finger plays.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

Rater #2

Does not mark boxes for IEP and Submitting Evidence



Rater #2: Steps to Complete the Assessment

Rater #1 gives the Supporting Evidence collected to Rater #2 to review.

Rater #1 gives Rater #2 a second Rating Form to complete on each student assessed in each content area applicable.





Rating Form

For each content-based task (item),
Rater #2 determines the
performance level at which the
student is observed performing each
task or **skill (item)**.

1. Attends to a story or teacher-led presentation.
2. Indicates preference for a book or story.
3. Participates in action songs or finger plays.

PERFORMANCE LEVEL				
Nonexistent	Minimal	Emerging	Progressing	Accomplished
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>



Completing the Rating Form

- Evaluate each student's performance according to the following performance levels:
 - Nonexistent
 - Minimal
 - Emerging
 - Progressing
 - Accomplished

PERFORMANCE LEVEL				
Nonexistent	Minimal	Emerging	Progressing	Accomplished



Rubric for Performance Levels and Descriptors

Nonexistent

The student may be aware of or attend to the task in a highly structured setting, but he/she is currently unable to perform any part of the skill or demonstrate any knowledge and consequently unable to attempt without full physical prompting.

Minimal

The student attends to a task and can respond to some part of the knowledge and skills in at least one setting when given significant physical, verbal, visual, or other prompting. The student may take a long time to respond but will indicate some attempt, either correct or incorrect, with accuracy up to 25%.

Emerging

After instruction and/or modeling, the student's performance may be somewhat inconsistent in terms of accuracy, but he/she can respond to most or all of the task in at least one setting with moderate prompting, if necessary, with accuracy generally ranging from 25–49%.

Progressing

The student consistently performs the task in more than one setting with minimal prompting (repeat directions no more than 5 times or repeat directions in the middle of the task) with an accuracy level generally ranging from 50–79% if performed independently or 50–100% with minimal prompting.

Accomplished

The student consistently and independently performs the task across multiple settings with an accuracy level generally ranging from 80–100%.

South Dakota STEP-A 2007 Directions for Administering Grades K-11



Performance Level/Description

Nonexistent

The student may be aware of or attend to the task in a highly structured setting, but he/she is currently **unable** to perform any part of the skill or demonstrate any knowledge and consequently unable to attempt without **full physical prompting**.

South Dakota STEP-A 2007 Directions for Administering Grades K-11



Performance Level/Description

Minimal

The student attends to a task and can respond to some part of the knowledge and skills in at least one setting when given **significant prompting**. The student may take a long time to respond but will indicate some attempt, either correct or incorrect, with accuracy up to 25%.

South Dakota STEP-A 2007 Directions for Administering Grades K-11



Performance Level/Description

Emerging

After instruction and/or modeling, the student's performance may be somewhat inconsistent in terms of accuracy, but he/she can respond to most or all of the task in at least one setting with **moderate prompting**, if necessary, with accuracy generally ranging from 25-49%.

South Dakota STEP-A 2007 Directions for Administering Grades K-11



Performance Level/Description

Progressing

The student consistently performs the task in more than one setting with **minimal prompting** (repeat directions no more than 5 times or repeat directions in the middle of the task) with an accuracy level generally ranging from 50-79% if performed independently or 50-100% with minimal prompting.



Performance Level/Description

Accomplished

The student consistently and independently performs the task across multiple settings with an accuracy level generally ranging from 80-100%.

South Dakota STEP-A 2007 Directions for Administering Grades K-11



Performance Descriptions Regarding Prompting

"Nonexistent" Performance Level	Full Physical Prompting	Requires the teacher to use "hand-over-hand" prompting throughout the entire task.
"Minimal" Performance Level	Significant Prompting	Involves prompts throughout the task. The student attends to what he or she is doing by looking at the task and will attempt the task by reaching, making a verbal response, or through the use of assistive technology.
"Emerging" Performance Level	Moderate Prompting	Includes touching the student's elbow to begin or continue the task; modeling may be done by the teacher or may be a model that the student follows, such as an alphabet strip used in order to alphabetize.
"Progressing" Performance Level	Minimal Prompting	Includes providing verbal cues or touch cues to initiate or redirect the student.

South Dakota STEP-A 2007 Directions for Administering Grades K-11



Demographic Data Page

Demographic Data Page

Student's Name _____ Gender ☐ M ☐ F

Student ID Number _____ Grade _____ Date of Birth _____

School _____

District _____

Resident school & district, if different _____

Special Education Teacher _____ E-mail Address _____

Student's Race/Ethnicity

☐ American Indian or Alaskan Native
☐ Asian or Pacific Islander
☐ Black/African American (Non-Hispanic)
☐ Hispanic
☐ White (Non-Hispanic)
☐ Other

Rater's Name _____ Date Rating Scale Completed _____

Position

☐ Special Education Teacher ☐ Speech/Language Therapist
☐ Paraprofessional ☐ Administrator
☐ General Education Teacher ☐ Other _____
please specify

I _____ received training prior to the administration of the
Dakota STEP-A by participating in:

☐ Pre-test Workshop ☐ SD DOE website training

_____ signature

Each rater must complete the information on the *Dakota STEP-A* Demographic Data Page in the Rating Form booklet for each student being evaluated.



Supporting Evidence (Samples of Student Work)





Sample of Student Work

The sample of student work submitted by Rater #1 only provides **EVIDENCE** of the student's performance of an **entire task** (or as much of the task as the student accomplished).



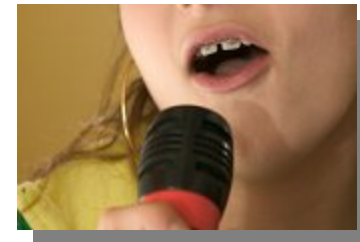
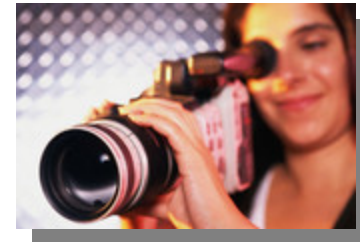
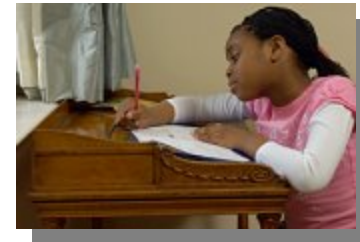


Supporting Evidence (Student Work Sample)

- The sample demonstrates how the skill is performed by the student.
- It should answer the question:

How can the student demonstrate the performance level of this skill to others?

- on paper...for written work
- on videotape...for visually perceptible tasks
- on audiotape...for oral tasks





Data Collection Form for Supporting Evidence

- Content Area
- Rating Form Item Number
- Dates Assessed and Number of Trials
- Range of Scores Obtained
- Setting and Personnel

Dakota STEP-4
Data Collection Form for Supporting Evidence

Student: _____ Student Information Number (SIMS): _____
Grade: _____ School: _____
Date: _____ District: _____

Content Area: _____ Rating Form Item Number: _____

Dates Assessed and Number of Trials: _____

Range of Scores Obtained: _____

Setting and Personnel: ☐ One setting (specify) ☐ Multiple settings (specify)

Type of Evidence Included:
☐ Work sample ☐ Media – photo, video, audio
☐ Data Collection Form ☐ Other: _____

Purpose of the Task and the Expected Student Performance:
Include or attach a narrative addressing each of the following for the attached piece of evidence:

- ① Description of activity
- ② Student response
- ③ Type and level of support (prompts/cues)
- ④ Frequency
- ⑤ Accuracy



Data Collection Form for Supporting Evidence

- Type of Evidence Included:
 - Work sample
 - Data Collection Form
 - Media-photo, video, audio
 - Other

Dakota STEP-4
Data Collection Form for Supporting Evidence

Student: _____ Student Information Number (SIMS): _____
Grade: _____ School: _____
Date: _____ District: _____
Content Area: _____ Rating Form Item Number: _____
Dates Assessed and Number of Trials: _____
Range of Scores Obtained: _____
Setting and Personnel: ☐ One setting (specify) ☐ Multiple settings (specify)

Type of Evidence Included:
☐ Work sample ☐ Media – photo, video, audio
☐ Data Collection Form ☐ Other: _____
Purpose of the Task and the Expected Student Performance:
Include or attach a narrative addressing each of the following for the attached piece of evidence:
① Description of activity ④ Frequency
② Student response ⑤ Accuracy
③ Type and level of support (prompts/cues)



Data Collection Form for Supporting Evidence

Purpose of the Task and the Expected Student Performance:

Need to include or attach a **NARRATIVE** addressing each performance of the piece of evidence.

Dakota STEP-A
Data Collection Form for Supporting Evidence

Student: _____ Student Information Number (SIMS): _____
Grade: _____ School: _____
Date: _____ District: _____
Content Area: _____ Rating Form Item Number: _____
Dates Assessed and Number of Trials: _____
Range of Scores Obtained: _____
Setting and Personnel: ☐ One setting (specify) _____
☐ Multiple settings (specify) _____
Type of Evidence Included:
☐ Work sample ☐ Media – photo, video, audio
☐ Data Collection Form ☐ Other: _____

Purpose of the Task and the Expected Student Performance:
Include or attach a narrative addressing each of the following for the attached piece of evidence:
① Description of activity ④ Frequency
② Student response ⑤ Accuracy
③ Type and level of support (prompts/cues)



Student Work Sample





11th Grade Science

CONTENT AREA

- This student was given a semester test to accurately assess what skills she has retained through the science semester. The test includes the following areas of alternate content science standards:
- Life Science: 9-12.A.L.1.2 Students are able to recognize organisms are classified based on characteristics.
- Earth Science: 9-12.A.E.1.1 Students are able to identify cycles,



11th Grade Science and Health Semester Test

Practical Science and Health Semester I Test

Name: _____

34/35
97%

1. Write the definition of fact: Something that is telling you it's true or a thing

2. Write the definition of an opinion: A judgment about a person or thing or belief based on experience and/or seeing certain facts that all sort of positive knowledge

3. Fact or Opinion: A polar bear has fur.

4. Fact or Opinion: A polar bear is mean.

Directions: Write the name of the place where these animals live.



3. Wild Forest



4. Field



5. Field



6. Fish



7. Ocean



8. Forest

17. What does a caterpillar eat?

☒ Leaves

☐ Bugs

Directions name the stage of Monarch Life Cycle.



18. Phase One Egg



19. Phase Two Caterpillar



20. Phase Three Cocoon



21. Phase Four Adult Butterfly



Example of Narrative

Purpose of the task and the expected student performance:

- Description of activity
- Student response
- Type and level of support (Prompts/Cues)
- Frequency
- Accuracy

The purpose of the semester test is to assess what the student has retained in multiple science areas throughout the given semester. The student was given the semester test and was able to answer all questions with minimal help from staff. Students was able to read all of the questions on the test independently. She asked for assistance on questions she did not know the answer to. Staff would give her 1 – 2 verbal cues to answer questions. Student was also able to use notes taken in class as a guide to answer questions. This test was given 1 time with 97% accuracy.



Student Characteristics Survey

Dakota STEP-A Student Survey

Within each category, select one or more of the following statements that best describe the student being evaluated.

Expressive Language

- ☐ Uses symbolic language to communicate
- ☐ Uses intentional communication, but not at a symbolic language level
- ☐ Communicates primarily through cries, facial expressions, gestures, changes in muscle tone, etc.

Communication System

The student uses an augmentative communication system in addition to or in place of oral speech.

- ☐ Yes
- ☐ No

Receptive Language

- ☐ Independently follows 1–2 step directions presented through words; does not need additional cues
- ☐ Requires additional cues to follow 1–2 step directions
- ☐ Alerts to sensory input from another person, but requires actual physical assistance to follow simple directions
- ☐ Uncertain response to sensory stimuli

Vision

- ☐ Vision within normal limits
- ☐ Corrected vision within normal limits
- ☐ Low vision; uses vision for some daily activities
- ☐ No functional use of vision for daily activities

Hearing

- ☐ Hearing within normal limits
- ☐ Corrected hearing within normal limits
- ☐ Hearing loss aided, but still with significant loss
- ☐ Profound loss, even with aids
- ☐ Unable to determine functional loss of hearing

Motor

- ☐ No significant motor dysfunction that requires adaptations
- ☐ Requires adaptations to support motor functioning
- ☐ Uses wheelchair, positioning equipment, and/or assistive devices for most activities
- ☐ Requires personal assistance for most/all physical activities

Engagement

- ☐ Initiates and sustains social interactions
- ☐ Responds with social interaction, but does not initiate or sustain social interaction
- ☐ Alerts to others
- ☐ Does not alert to others

Health Issues/Attendance

- ☐ Attends at least 90% of school days
- ☐ Attends approximately 75% of school days; absences due primarily to health issues
- ☐ Attends approximately 50% or less of school days; absences due primarily to health issues
- ☐ Receives homebound instruction due to health issues
- ☐ Highly irregular attendance or homebound instruction due to issues other than health

Reading

- ☐ Reads fluently with critical understanding in print or Braille
- ☐ Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille
- ☐ Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or Braille
- ☐ Aware of text/Braille, follows directionality, makes letter distinctions, or tells a story from pictures not linked to text
- ☐ No observable awareness of print or Braille

Mathematics

- ☐ Applies conceptual procedures to solve real-life or routine word problems from a variety of contexts
- ☐ Performs computational procedures with or without a calculator
- ☐ Counts with 1:1 correspondence to at least 10 and/or makes numbered sets of items
- ☐ Rote counts by 5
- ☐ No observable awareness of or use of numbers

Only Rater #1 completes the *Dakota STEP-A Student Survey*.

Rater #2 DOES NOT complete the survey.



Rater #2: Steps to Complete the Assessment

Rater #2 submits the completed Rating Forms to Rater #1.

Rater #2 returns the Supporting Evidence to Rater #1.





Score Resolution





Final Steps

- Rater #1 will review Rating Forms from **both** raters and determine which, if any, items require a **score resolution**.
 - Any item with Supporting Evidence that was **NOT** rated identically **requires** a resolution.
 - For all other items it is up to the discretion of Rater #1 as to whether a resolution should be made.



Score Resolution Worksheet

- Raters #1 and #2 should review the ratings and Supporting Evidence in order to reach consensus on a score.
- Ratings should not be changed on the Rating Forms.
- A Score Resolution Worksheet must be completed to document the agreed-upon score.



Score Resolution

1. Complete the Rater 1 and Rater 2 information as well as the student information.
2. Identify the Rating Form task number(s) for which a consensus score is reached.
3. Enter the rating(s) for each task listed by Rater 1.
4. Enter the rating(s) for each task listed by Rater 2.
5. Enter the Final Resolution Rating.

Dakota STEP-4
Score Resolution Worksheet

Name of Rater 1 (Special Education Teacher): _____

Name of Rater 2: _____

Student Name: _____

Student ID#: _____ Grade: _____

School: _____ School Code: _____

District: _____ District Code: _____

Item Number	Rater 1 (Special Education Teacher)					Rater 2					Final Resolution Rating				
	Not met	Minimal	Emerging	Progressing	Accomplished	Not met	Minimal	Emerging	Progressing	Accomplished	Not met	Minimal	Emerging	Progressing	Accomplished
1															
2															
3															
4															
5															
6															
7															
8															
9															
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South Dakota Contact Information

Special Education Programs

**Assessment Accommodations
Alternate Assessment**

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